

Reading Hall of Fame Newsletter

Summer 2011

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Reading Hall of Fame Presentations: 2009-2010 Inductees

Jack Cassidy

Literacy Trends and Issues: What Was Hot, Is Hot, and Will be Hot

Dr. Jack Cassidy, recently retired from Texas A & M University-Corpus Christi, spoke about literacy trends and issues. In his presentation, he discussed his survey of “hot and not-so-hot” topics in reading education, the results of which have been published in *Reading Today* on an annual basis. For the past 15 years, Jack and his colleagues have conducted this survey, asking 25 literacy leaders with a national perspective to respond to a list of topics from the previous year’s survey, making modifications, additions, or deletions. This year’s list of “very hot” topics included adolescent literacy, comprehension, Response to Intervention, and core learning/literacy standards. Those topics which seem to be less “hot” included phonemic awareness, phonics, fluency, and literacy and reading coaches. As Jack cautioned, the label of “hot” does not indicate the importance of a specific topic, but rather that it is receiving much attention at the present time. The results of Jack’s work have been cited in countless book chapters, journal articles, and conferences presentations. Moreover, the results acquaint readers with issues that are receiving attention and encourages them to investigate these topics in more depth. A similar survey has also been published in Denmark.

~Written by Rita Bean

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Geroge McConkie

Reading Hall of Fame Presentation

Dr. George W. McConkie began by telling us a bit of personal history that led up to his work in eye movement contingent display control techniques. George was trained in experimental psychology at Stanford University in the 1960s when behaviorism still wielded considerable influence in the field of psychology. In 1964 George did the unthinkable for a trained experimental psychologist; he took an appointment in an education department at Cornell University. His work at Cornell was initially frustrating. Conducting “list learning” research was not really tackling the complex mental tasks that people do when they are really learning. Other researchers at Cornell—Gibson, Levin, Hochberg, and others were getting research funding to study reading, but George wasn’t interested in studying reading, or so he thought. But upon reflection, he realized that he had in a way been doing reading research when examining “list learning.” After considerable study of the reading literature, George came to a pivotal question, “Suppose that I were an experimental psychologist who wanted to understand the mental processes taking place as people read, and no one knew anything about these processes, what are the questions that I would have to answer? And how could I find answers to them” (McConkie*, 1997, p. 306). This moment led Dr. McConkie to his lifelong research line around the perceptual span of the eyes: When the eyes stop for a fixation, how much is being seen?

George, and his young student, Keith Rayner, realized that there was no technology currently available for answering this fundamental question about the reading process. This led him, his family, and Keith on a series of fits and starts beginning at the University of Colorado, Honeywell Corporation, MIT, and back to Cornell. For years Dr. McConkie worked to develop the instrumentation, computer technology, and programming that led to the development of an eye movement contingency display control system that could capture real time eye-movements as they had hoped. With a NIMH grant, Dr. McConkie was able to establish a laboratory for his research at Cornell. He, and his colleague, Keith Rayner, went on to pursue an active research agenda for many years on eye movement and perceptual span while reading. At the conclusion of his RHF presentation, Dr. McConkie shared his personal struggles early on with balancing his career, family, and church responsibilities as a lay minister in the Church of Jesus Christ of Latter-day Saints or Mormon Church. He told those gathered that he made this struggle a matter of prayer and was rewarded with one good idea. He concluded by stating, “Those people who do have a major impact on their field often do so as a result of having one good idea Perhaps you can understand that I have always felt that these ideas were a gift, rather than an achievement, and that I have hoped that the work they make possible will be a blessing to mankind” (McConkie*, 1997, p. 315).

*McConkie, G. W. (1997). Eye movement contingent display control: Personal reflections and comments. *Scientific Studies of Reading*, 1(4), 303-316.

~Written by D. Ray Reutzel



What were your thoughts when you first heard the Reading Hall of Fame members elected you as a new member?

Gay Su Pinnell: I first thought, “This must be a mistake!” but the first person I told was Bea Cullinan, and when I told her that I thought this was a mistake, she said, “Don’t be silly!”

Jill Fitzgerald: First, I thought, “Wow!” and then I thought, “Could this be a mistake?” Next, I called everyone I know.

Jack Cassidy: I was shocked! I saw Cathy Roller and she said, “Congratulations!” I told her she was mistaken—but I was thrilled to find that she wasn’t! I really value this recognition.

David Pearson: Am I ready for this?

Margaret McKeown: I thought, “Wow! It sounds so important!” Then, I thought, “Am I that old?”

Patti Anders: I’m not old enough! I was in total shock.

Judith Langer: I was absolutely thrilled. Then I thought about the Reading Hall of Fame people I knew of, most of whom were dead.



What are your thoughts now, as a member?

Gay Su Pinnell: I realize at our yearly meetings that the diversity of our thinking has really moved the field forward. All our little disagreements become sidelines relative to what we think now. We realize how our differences enhanced our thinking.

Jill Fitzgerald: I look around this room full of Reading Hall of Fame members and realize our work continues. It’s a good feeling.

Jack Cassidy: I really enjoy connecting with people I’ve known for many years and also to meet people whose work I am familiar with and value.

David Pearson: I see the Hall of Fame serving as a historical mirror and moral compass.

Margaret McKeown: When I come to this breakfast I wonder, “What does the Reading Hall of Fame do? What are all these people doing now?”

Patti Anders: Really a wonderful breakfast and great to meet annually with my “older” friends.

Judith Langer: It’s marvelous for our field to have a way to honor people. It will be excellent to start reaching out, to share, and to give intellectual support to new people in the field.



Tim Rasinski

Reading Hall of Fame Presentation

Tim began by telling us that his election into the Reading Hall of Fame led to things falling apart. Glen Beck, on Fox News, read from his recent book that he wrote with a 4th grade teacher (*Building fluency through practice and performance: American history*. Rasinski, T. B., & Griffith, L., 2007, Huntington Beach, CA: Shell Educational Publishing). With a patriotic theme, the book provides materials to facilitate fluency, including a readers theater script about the U.S. Constitution. A small section about promoting the general welfare is quoted for the narrator to read, and three lines, to be read by three students, show the meaning (fourth-grade style) of considering, taking care of, and ensuring the general welfare of others. Glen Beck, however, on March 3, read the portion aloud on his show and admonished parents to check, the following day, to go to their children's schools to be sure this book is not being used. Following this, Tim received hate mail. Scary where we are at this time.

Then, elegantly, Rasinski showed us in the audience the importance of prosody as the feature of fluency that influences comprehension. Plus, he drew a parallel between prosody and voice, a quality of writing for which writers strive. Writers don't want to write flat text, and readers don't want to read it—especially in one of Rasinski & Griffith's Readers' Theaters.

~Written by Jane Hansen



Raymond Glenn 'Greg' Brooks Europe



Greg is one of the most esteemed scholars in reading in Europe. After a glittering student career at Cambridge, he taught English in Africa before coming back to England and beginning a career as an educational researcher. Greg rose to senior positions in literacy assessment research at the National Foundation for Educational Research, gaining his doctorate from the University of Leeds, and then later moving to a Chair in Education at the University of Sheffield. In 2000-2001, he was

president of the UK Reading Association. From 2002-2007, he was a Research Director of the £15m UK National Research and Development Centre for adult literacy and numeracy. He was editor of the *Journal of Research in Reading* for three years (1984-1986, 1994-1995). He chaired the European committee of IRA 1998-2002. Greg has been an adviser on family literacy to UNESCO and to the governments of France and the UK.

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Jill Fitzgerald University of North Carolina, NC

Jill is Senior Associate Dean and Professor of Literacy at the University of North Carolina. Through more than 30 years of engagement with issues in literacy, she has consistently succeeded in conducting admirable original research, contributed widely cited research reviews, and edited volumes for the benefit of colleagues. Importantly, she has also expressed her perspective for the benefit of teachers, bringing her intense scholarly work to bear on teaching practices through her articles and books. Her original research has ranged over text structure, dialog in classrooms, epistemology in literacy education, writing in relation to reading, among other topics. Her recent work has largely focused on literacy development among Spanish-speaking children in American schools and how it can be fostered, building on her award-winning study of her own mid-career experience as a first grade teacher of Spanish and English-speaking children. She is a valued colleague, collaborator, and mentor.

Anne McGill-Franzen University of Tennessee, TN

Anne is currently the director of the Reading Center at the University of Tennessee. Several book publications including, *Kindergarten Literacy* (Scholastic) and, most recently, the co-edited *Handbook of Reading Disability Research* (Routledge). Guest editor of recent *Educational Researcher* issue on the NELP report. Served as a member of the NRC board of directors. Recipient of Albert J. Harris, Dina Feitelson, and Nila B. Smith Awards from IRA for her scholarly work. Member of RRQ editorial board as well as others. Her work focuses on early literacy development and federal policy.

D. Ray Reutzel Utah State University, UT

Ray has studied reading pedagogy with the refined lens of an experimental researcher for three decades. Ray is one who takes widely accepted reading instruction practices—those very things we often assume

to be true about instruction—and puts them to an empirical test in classrooms. Ray has a real gift for this work. His research into story mapping, making inferences, oral reading fluency, single vs. multiple comprehension strategy instruction, assessing classroom literacy environments, the influence of teacher knowledge on students' reading achievement funded by IES, and Scaffolded Silent Reading (ScSR) which returns silent reading to classrooms are a sampling of his many research publications. Ray's service to reading include past president of CRA (now ALER), IRA Board Member, and Editor of *The Reading Teacher* and *Reading Research and Instruction*. In 2007, Ray received IRA's John C. Manning Public School Service Award.

Victoria J. Risko Vanderbilt University, TN

Victoria is a professor of language, literacy, and culture at Peabody College of Education of Vanderbilt University, is President-elect of the International Reading Association, and will become president in 2011. Risko was a member of IRA's Board of Directors from 2002–2005 and has served on several IRA committees and commissions. Most recently, she was chair of the Publications Committee and the IRA Teacher Education Task Force, and was cochair of the Reading Disabilities Special Interest Group. She is currently coeditor of the Research to Classroom column of *The Reading Teacher*. Risko, a former classroom teacher and reading specialist, received her B.S. in English and Elementary Education from the University of Pittsburgh, and her M.A. and Ed.D. in Reading Education and Learning Disabilities from West Virginia University. Risko was formerly president of the College Reading Association and The International Book Bank. She is a coeditor of the National Reading Conference Yearbook (2007–2010). She is author/coauthor of papers published in *Reading Research Quarterly*, *The Reading Teacher*, *Language Arts*, and *Journal of Literacy Research* among other journals, and research handbooks. She is coauthor of *Declaration of Readers' Rights* (2007), coeditor of *Collaboration for Diverse Learners* (2001), and a section coeditor of *Handbook of Reading Disabilities Research* (Allington & McGill-Franzen, 2011).

Reading Hall of Fame President



DONNA OGLE

National-Louis University, IL

Donna Ogle is Professor of Reading and Language at National-Louis University and is active in research and professional development projects locally and internationally. Currently she is a co-director of the Literacy Partners Project funded by the Chicago Community Trust and the senior consultant to the Chicago Striving Readers Research Project. She was on the leadership team for Reading and Writing for Critical Thinking, the long-term professional development project funded by Soros Foundation and IRA and worked in

both Russia and Romania. She is an active supporter of IRAs work in Latin America and serves on the editorial board for Grupo SM which is publishing a collection of books for Mexican teachers. Donna also currently serves on the editorial review boards of the *Reading Teacher*, the *Journal of Adolescent and Adult Literacy*, *Lectura y Vida*, and the NRC Yearbook. Her recent publications include *Partnering for Content Literacy*, *Building Literacy in Social Studies* (with McBride & Klemp), and *Reading Comprehension: Strategies for Independent Learners* (with C. Blachowicz). She has authored many chapters, articles in books, and professional journals. Donna is a past president of the Illinois Reading Council and the IRA. She was co-initiator of the NCTE Research Assembly and is an elected member of the Reading Hall of Fame.

A Letter from the President

First, a big “thank you” to the Newsletter Committee for initiating this new communication. This effort is part of the vision of past presidents Bob Calfee and Lesley Morrow to increase the mission and focus of the Reading Hall of Fame. Last spring Lesley established three committees :

- Newsletter
- Co-sponsored Sessions
- Future Directions

This newsletter is the initial effort of the Newsletter Committee to provide members with information and create a forum for shared ideas. If you have ideas for how to use this Newsletter please contact Ray Reutzel, Jane Hansen, Rita Bean, Tim Rasinski, or Linda Gambrell.

The Co-sponsored Sessions Committee has also been working on our behalf and this effort is bearing fruit. Lesley Morrow took the lead in crafting sessions for the Hall of Fame and we made presentations at the spring IRA meeting and at the European Conference this last month, thanks to Yetta and Ken Goodman. Proposals have been accepted for NCTE in November and the Literacy Research Association in December. Jill Fitzgerald is also taking the lead on a proposal for AERA which is still pending. Those of you interested in proposing topics or presenting should contact the committee members Robert Calfee, Jill Fitzgerald, or Ken Goodman.

Many Hall of Fame members are not able to attend the IRA North American conferences each May and global communications are challenging. Ken Good-

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Donna Ogle

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man and his doctoral student, Neil Liwanag, have created a tremendous on-line Virtual Hall of Fame. Our hope is that every Hall of Fame member will submit an entry to augment the basic information it contains. If you need help or have questions about the Reading Hall of Fame or website information contact our web master:

Neil Liwanag: liwanag@frontiernet.net

Ken has also posted the bylaws and other procedures under a link on the Main Menu called Administrative Documents. This section is marked as "to be read by members only and not available to the general public." As Ken reminded me in an e-mail, "The more people that are registered in the virtual RHF would make the RHF/website useful for discussions, keeping track of issues, and committee interactions, etc."

Procedure to get into the Virtual Hall of Fame:

Go to: <http://www.readinghalloffame.org>

On the top left, for user name, put your first and last name with a space (e.g., Yetta Goodman).

Password: RHOF2011

Then click: FORUMS

Then click on Members Message Board and you'll find Ken's discussion about the committee and post suggestions/comments by clicking on "Add new comment" (at the bottom).

We hope you will avail yourself of these resources members have so generously created and be a contributing member of the Hall of Fame. This fall we need your input by submitting names of possible candidates for the 2012 class. That list will then be the first round of nominees for our election process. The induction will take place in May 2012 in Chicago. We have already been assured that we will have a more central location for our meeting at the IRA conference so the breakfast will be accessible.

Given the continuing highly politicized nature of literacy instruction and assessment across the world the voices of our members are clearly needed. We look forward to your continued contributions through the Hall of Fame.

Yours,

Donna Ogle

*"It was indeed a pleasure to
be the president of such a
prestigious group."*

— Lesley M. Morrow



A Message From the Former President

LESLEY M. MORROW



It certainly was an honor to serve as President of the Reading Hall of Fame. Thanks to Kathy Baughman at IRA, the administrative assistant for the RHF, and past president Jim Hoffman for helping me learn my responsibilities. I needed to be sure that we had nominations for new members, nominations for a new president, and that the treasurer and secretary positions were filled. I needed to work with Cathy Roller, the secretary, and Alan Farstrup, our treasurer, on organizing the breakfast. I had to be sure that the session after the breakfast for the year's former inductees was well organized. I thought to myself, "IS THAT ALL THERE IS?" We should be doing more.

There were all of these outstanding researchers who could contribute to making us more than just a breakfast club. I formed a committee and together with many others we started to propose programs for the RHF to present at conferences other than IRA. Bob Calfee was a leader in this effort. Nancy Roser, Diane Lapp, and Jill Fitzgerald have jumped on the bandwagon. We presented at LRA last year and will again this year. We presented at a session outside of our usual one at IRA in May and there is a proposal in for IRA in Chicago in 2012.

Ken and Yetta presented at the IRA European Conference this past summer on behalf of the RHF. I hope we can keep the ball rolling.

The sessions we have done included many members and were all very well attended. Hopefully, next year we will be at AERA and will send in proposals for NAEYC and NCTE, and others.

This newsletter with Ray Reutzel acting as the Editor is the first the RHF has ever had. Those who contributed were Jane Hansen, Rita Bean, and Ray Reutzel. We look to you to add ideas for future sections in the newsletter and hope that this will continue.

At the RHF breakfast last May, all Past Presidents were given a certificate for their service. Instead of a used spoon off of the table, I decided we should have a real gavel in the shape of a spoon. I presented Donna, our new president, with the RHF gavel that she will have to take care of and pass on when her time as president ends.

Thanks to the Goodman's for all their hard work. They have designed a wonderful website that you should visit and also edited a book with chapters by RHF mem-

bers. The completed volume was presented as a gift to each new inductee this year.

There are many possibilities for the RHF to make contributions. When you have an idea, please pass it on to Donna, our President.

Thank you to Alan Farstrup who has meticulously handled our funds and worked with Kathy Baughman at IRA to get the finances needed to put the breakfast together and pay IRA for the programs they produce for us.

Thank you to Cathy Roller who did a great job with our minutes as secretary.

It was indeed a pleasure to be the president of such a prestigious group. It is a joy each year as we meet to share breakfast together and induct new members. Thank you for the opportunity to serve.





What's the status of high stakes-testing in your country or state?

What do you see as the impact of that testing on student learning and motivation to read? on teaching?

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Linda Gambrell

William S. Gray Citation of Merit Award, IRA

The IRA William S. Gray Citation of Merit is awarded to a nationally or internationally known person for outstanding contributions to the field of reading.

P. David Pearson

2010 Distinguished Contributions to Research in Education Award, AERA

This award is given to honor a meritorious contributor to educational research; its purpose is to publicize, motivate, encourage, and suggest models for educational research at its best.

Lesley Morrow

Oscar Causey Award, LRA

This award is given for outstanding contributions to reading research that has contributed profound knowledge to the field.



photographs & memories



Ken and Yetta Goodman



Tim Rasinski



Jack Cassidy



George McConkie



Reading Hall of Fame Breakfast